DOCUMENT RESUME

ED 120 294 UD 015 823

TITLE Higher Horizons 100, 1974-1975. Hartford Moves Ahead: An Evaluative Report.
INSTITUTION Hartford Public Schools, Conn.
PUB DATE Jul 75
NOTE 45p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS *Academic Achievement; Affective Objectives; Attendance Patterns; Behavioral Objectives; *Demonstration Programs; Junior High Schools; Mathematics; Program Effectiveness; *Program Evaluation; Reading Achievement; *Secondary Education; Senior High Schools; Teamwork; *Underachievers
IDENTIFIERS Connecticut (Hartford); *Higher Horizons 100 Program

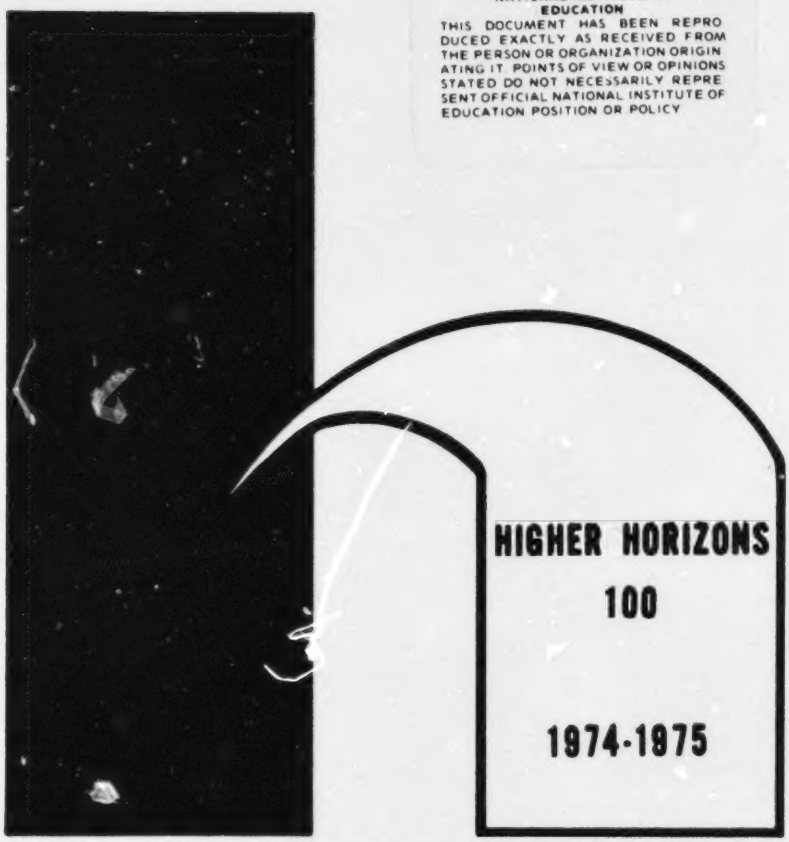
ABSTRACT

Data collected from three high schools, two middle schools, and five grade levels indicate that this demonstration program can effectively correct some of the more salient ravages of educational deprivation. Using teamwork, the program provides supportive reading and language arts assistance, basic skill development, supplementary counseling services, and vocational, career, and experiential services designed to broaden each student's level of future achievement and aspirations. The principal component objectives related to pupils' achievement and attitudes are improved reading test scores, improved test achievement in other basic skill areas, improved school attitude, and improved school attendance. Month for month gains in the basic skill areas of reading and mathematics are generally attained on one or more of the criterion measures -- this standard being reached or exceeded by all high school teams with the exception of one. At the middle school level, the gain standard is reached in reading for all four teams but only for two teams in mathematics. Data presented for all teams at the high school level and for the three middle school teams support the contention that the program has a positive effect on the participants. Attendance data, measured against individual school criterion shows salutary patterns for all teams, and at a level which exceeds the attendance pattern of the host school as a whole. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120294

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



HARTFORD MOVES AHEAD

An Evaluative Report

UD 015823

HARTFORD PUBLIC SCHOOLS·249 HIGH STREET·HARTFORD, CONNECTICUT 06103

HIGHER HORIZONS 100

1974 - 1975

Evaluation Office
Hartford Public Schools
Hartford, Connecticut
July, 1975

HIGHER HORIZONS 100

1974 - 1975

- The Tenth Year -

Background

Higher Horizons 100 - "HH 100" - didn't just happen. As a matter of fact, if the program were to be proposed today it could not ever happen. Much of the literature, its' namesake and ill-fated New York City program, and the new emphasis of state and federal funding agencies on pre-school and early childhood compensatory intervention would militate against funding to the point that is 1974-75 Higher Horizons would still be on a drawing board. Fortunately for Hartford youngsters, and in some contrast to what many experts have reported, "HH 100 actually works"; for ten full years, it has produced substantial results in Hartford.

Initially opened in the fall of 1965 under Office of Economic Opportunity (OEO) funding, and continued over the years largely through State Act for Disadvantaged Children (SADC) funding, "HH 100" was originally conceived as a ninth grade demonstration center where secondary school compensatory education could be made to work. In the planners' minds, "HH 100" was seen as a totally different school within a school, an innovative model, and a place where the limitations of traditional secondary education could be removed, modified, or otherwise made responsive to the needs of youngsters. First initiated at Hartford Public High School (HPHS) in 1965, and later expanded to Weaver and Bulkeley High Schools, to the Fox and Quirk Middle Schools, and finally to the tenth grade at HPHS, the total program was from its very inception

designed to help youngsters first through the remediation of reading and communications arts skills and the development of a better self-concept, and later by the added emphases on the improvement of other skills areas and wider exposures to the educational, cultural, and vocational opportunities which existed or would exist in the Hartford employment area.

Statement of Needs

From the very beginning, "HH 100" was viewed as a developmental rather than as a static program. Because HH 100 was to be a model for secondary school compensatory education, provisions were made from the onset for teams to plan their own activities and their programs sometimes by themselves, but usually in cooperation with school staffs, parents, and students, and to modify these plans on the basis of evaluative data. Since planning was to be an on-going process, provision was also made for the team members to receive continued participant feedback so that each team member was constantly aware of the students' needs to the point that new techniques, methodologies, and materials might be introduced and used to diagnose and prescribe an appropriate educational treatment. While participant feedback was not "formalized", the planning sessions themselves were systematized to the point that formative data has resulted in program changes which can and do occur at each of the team sites. In this area student needs remained the prime stimulus for program modification and improvement.

As explained in a number of documents, "HH 100" has always kept five complementary focal areas in mind.

1. The need for team flexibility is recognized as the one vital ingredient which must exist if experimentation, change, and program development are to take place. Further, this flexibility cannot provide an effective program if the resources are not concentrated to this end, each team works with the particular problems of approximately 100 selected educationally disadvantaged students; hence its name, "Higher Horizons 100."
2. Through cooperative team activities, students are helped to adjust not only to their regular school program but also to changes which might logically occur in future years. Obviously, a long-range learning orientation must be incorporated in each team's operation.
3. Youngsters cannot learn without the basic skills which are necessary for a subject's mastery. The remediation of specific learning deficiencies and particularly in the basic skill areas of reading, language arts, and mathematics must be provided.
4. Despite a continued shortage of earmarked cultural funds, available resources must be used so far as is possible to expand the experiential backgrounds of the students so as to emphasize the development of a positive approach to future education, vocation, and life.
5. Last, but by no means least, the program is oriented toward helping each youngster to improve his or her own self-image. When a youngster recognizes his own worth and experiences

success, he logically can and will set a higher level of education, vocation, and life-style goals for himself. These goals are then supported by the mastery of learning skills which are taught as the central theme of the program.

Since the HH 100 program was the result of systematic, developmental planning based on an ongoing assessment of student needs, the actual needs deserve some attention. While the need detail has differed slightly over the years, the basic content has remained the same. Specifically:

1. Cognitive needs
   a. To overcome language deficiencies particularly in the diagnosing and remediation of specific reading disabilities and in the application of reading skills to the content areas of science, mathematics, social studies and literature.
   b. To provide a significant increase in the mastery of the computation skills, concepts and problem-solving abilities relative to general mathematics and, once mastery is demonstrated or attained, to begin Algebra.
   c. To provide a test-table design for instructional development and experimentation so that the particular learning problems of these one hundred students can best be met.
   d. To increase mastery of the methods of inquiry, laboratory techniques, mathematical skills and reasoning abilities. At Weaver

High School this is being developed specifically through laboratory-based physical science and social studies programs; at Fox through individualized seventh and eighth grade programs.

2. Affective needs

   a. To develop an improved self-concept which will hopefully lead to higher educational, vocational and life goals.

   b. To develop the achievement motivation concerned with a striving for excellence in his educational, vocational and life goals.

   c. To develop or modify those patterns of behavior by which the student can achieve his educational, vocational and life goals.

   d. To expand the experiential backgrounds of the selected students beyond the levels which are currently attainable in their out-of-school environment.

In order that the goals of HH 100 could be attained on both a team and a program basis, and student needs could be met, several criterion were used for participant selection.

1. All students must reside in a target school area; they must either be in grade 9 or 10 at Hartford Public High School, grade 9 at Weaver or Bulkeley High School, or in grades 7 or 8 at the Fox or Quirk Middle Schools. Originally, this criterion used the term "validated" in lieu of "target" to denote eligibility of the school for Title I funding and to point out the higher incidence of poverty in the areas which were being served.

Although the program is not presently supported with Title I monies, preliminary income data continues to document the fact that HH 100 serves educationally deprived youngsters who come in the main from poor families.

2. Students should be of an "average" tested ability or be rated by their teachers as students who could perform at an average level of achievement.

3. The recorded reading level for each member of the group should generally be from one to four years below the appropriate grade placement level. Weaver High School also reported that previous retentions are considered.

4. The students should be selected on the basis of emotional stability. In establishing this criteria, it was stressed that the participants should not be considered serious disciplinary problems.

5. The student age level should be kept relatively homogeneous at the high school level. Differences in student age have not been a problem at the middle schools; hence this criterion is not stressed.

6. Flexibility of the selection criterion is stressed so that counselors can make additional recommendations in special cases. All recommendations are, of course, discussed with the appropriate HH 100 counselor and team leader prior to the students final notification and selection.

7. Parental permission is required for participation in the HH 100 program. This approval tends to facilitate the home - school cooperation which has proven to be so successful in the past.

Objective

To provide overall evaluative program data, a series of objectives were developed which represent an "average" behavioral change. These were used as an index by which one could look at both team and overall program product attainments. Objectives, measurement criterion, and standards together with team variations as those were evolved to meet specific student need patterns were submitted for funding as follows. Changes which developed over the course of the year have also been reported.

Behavioral Objectives

1. Objective. After having spent one year in HH 100 with its special emphasis on the mastery of language skills, the learner will achieve month-for-month gains in reading achievement.

   Criterion. Gains will be measured by a group comparison of the Metropolitan Achievement Reading Test subscores, administered either May to May, or in September and May of the current school year. In addition, all teams except Quirk will also utilize the Iowa Silent Reading Test according to the cited schedule. Parenthetically, at the tenth grade level, the California Tests of Basic Skills was also used as a secondary criterion.

2. Objective. After having completed one year of Higher Horizons 100 math instruction, the learner will achieve a month-for-month mean gain in one or more of the following areas.

   Criterion. All teams will administer the Metropolitan Achievement

Test.

3. Objective. After having spent one year in HH 100 with concentrated emphasis on personal adjustment and academic improvement, the learner should achieve a more realistic self-image toward school and society.

Criterion. A pupil self-rating scale will be constructed by the evaluation office and will be administered to students at the end of the school year. In addition, and if time permits, the scale will also be administered to an appropriate control population, and to a sample of HH 100 graduates at the succeeding grade.

4. Objective. Given experience of varied activities and learning situations, the learner should achieve a better attendance record.

Criterion. At one time the year's attendance percentage was used as a static criterion for the total program. In early Fall of 1974-75 following submission of the funding proposal, one team correctly pointed out that in a school situation where good attendance had been strong or where good attendance patterns had already been established, the establishment of any one percentage as a standard for the program would be inappropriate. In consequence, a sliding scale based upon the existent school attendance pattern was developed and subsequently approved by all teams. This scale which supersedes the minimum 7%

increase, is as follows:

School Attendance	Desired Gain
70 - 75%	6%
76 - 80%	5%
81 - 85%	4%
86 - 90%	3%
91 - 95%	2%

Evaluation

To measure objective attainment, various data were collected over the course of the school year. These data, related objectives, findings and interpretations can be reported as follows:

1. High School Programs

   a. Objective. After spending one year in a HH 100 program with its special emphasis upon the mastery of language skills, did learners on the average achieve month for month gains in reading achievement? Criterion. Mean gains measured by the comparison of Metropolitan Achievement Test reading scores administered in September and May of the school year, are reported as follows. These scores have been subjected to a test of statistical significance (related measures) to determine whether the reported changes could logically be attributed to

program effects, or were due instead only to chance. Where significance levels of .01 or .05 are reported, the probability that the change occurred due to chance is only five out of one hundred (*) or only one in one hundred (**); hence the change is probably a real one and not simply a possible fluke. Note that for the high schools, teams reported raw scores and these have been converted to mean grade equivalents.

TABLE 1
Comparison of Mean Metropolitan Grade Equivalent Reading Scores by Team, School Year 1974 - 1975

Team	N	Pre WK	Post WK	Dif	Sig.	N	Pre Read	Post Read	Dif.	Sig.1
HPHS-10	91	6.3	7.3	+1.0	**	91	6.1	7.3	+1.2	**
WHS	93	7.9	9.4	+1.5	**	93	7.9	9.0	+1.1	**
BHS	69	7.7	7.3	- .4	-	69	7.3	6.3	-1.0	**

Criterion. Were the same kinds of reading gains apparent when measured by other instruments? At the ninth grade level, all teams used the Iowa Silent Reading Test as a supplementary measure, while the HPHS tenth grade team used the citywide California Tests of Basic Skills (CTBS). Both tests were administered over the September to May period. Since the Iowa was used for diagnostic purposes after initial screening with the MATs and the CTBS followed the citywide testing pattern, testing was not repetitive.

TABLE 2
Comparison of Iowa Silent Mean Reading Grade Equivalent Scores by Team, School Year 1974-1975

Team	N	Pre test	Post test	Dif.	Sig.
HPHS-9	67	6.2	9.2	+3.0	**
WHS	92	6.6	7.9	+1.3	**
BHS	77	7.0	7.6	+.6	**
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	**

TABLE 3
Comparison of CTBS Mean Reading Grade Equivalent Scores, School Year 1974-1975

Team	N	Pre Voc	Post Voc	Dif	Sig.	N	Pre Comp	Post Comp	Dif	Sig.
HPHS-10	75	6.8	8.0	+1.2	**	74	7.1	7.1	-	

Findings.

a. When Word Knowledge and Reading were measured on the MAT, mean grade equivalent gains for the former subtest reached or exceeded the standard for all teams.

In similar fashion, Reading gains exceeded the standard except for BHS, with a 1.0 decrease (.01) for BHS reported.

b. All Metropolitan grade equivalent changes with the exception of BHS Word Knowledge were statistically significant at the .01 level. Thus it can be concluded that mean changes were due to program effects and not just to chance.

c. When the same objective was assessed on the basis of the Iowa Silent Reading Test, all teams except BHS met and substantially exceeded the established standard. All gains were statistically significant at the .01 level.

d. CTBS gain scores for HPHS-10 exceeded the standard in Vocabulary although no change was reported in Comprehension.

Conclusion. On the primary achievement measure - the MAT - objective standards were not met by the program but were met by two teams on each subscale. On both secondary measures, the Iowa and the CTBS standards were met by the program and by all but one of the teams.

Question. After completing one year of Higher Horizons 100 math instruction, did the learners achieve mean month for month gains in one or more of the following areas?

Criterion. Seven teams received the Metropolitan Achievement Test Arithmetic Computation and Problem Solving sub sections either in September and May, or between May and May of the school year. The HPHS-10 team was tested on the CTBS. These data have been reported as follows -

TABLE 4
Comparison of Mean Metropolitan Grade Equivalent Mathematics Scores by Team, School Year 1974-1975

Team	N	Pre AC	Post AC	Dif	Sig.	N	Pre PS	Post PS	Dif	Sig.
HPHS-9	75	7.3	7.9	+.6	**	75	6.8	7.3	.5	**
WHS	93	8.1	8.3	+.2	-	93	7.5	7.9	+.4	*
BHS	69	8.8	8.3	-.5	*	69	8.1	7.5	-.6	*

TABLE 4A
Comparison of Mean CTBS Mathematics Scores, School Year 1974-1975

N	Pre AC	Post AC	Dif	Sig	N	Pre Comp	Post Comp	Dif	Sig	N	Pre App	Post App	Dif	Sig.
74	9.1	9.1	-	-	74	7.9	8.4	.5	*	74	6.5	7.7	1.2	**

Conclusion:

The objective standard was not reached by the program and only attained on one subtest by HPHS-10.

Question: Did the Higher Horizons program which was oriented toward academic improvement generally help youngsters achieve a more realistic self-image toward school and toward society?

Criterion:

A Pupil Self-Rating Scale which had been constructed some years ago by the Evaluation Office was again administered to HH 100 students at the end of the school year. Responses were tabulated, converted to percentages by item, and reported by team on the following pages.

TABLE 5
Student Program Ratings by Percentage
Bulkeley High School
Spring, 1975

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has helped you so far this year to:					
1. Improve your reading ability?	54	40	3	0	3
2. Improve your study habits?	22	67	11	[illegible]	0
3. Improve your attitude toward learning?	43	57	-	-	-
4. Improve your classroom behavior?	28	50	13	0	[illegible]
5. Improve your out-of-class behavior?	28	49	13	0	10
6. Improve your getting along with your teachers?	60	17	9	5	9
7. Learn more about yourself?	28	40	20	12	0
8. Get specific help with your school work.	48	28	9	6	9
9. Get help in working out your personal problems?	24	54	20	0	2
10. Work toward a high school diploma?	43	33	13	0	11
11. Look forward to an education training beyond high school?	40	40	13	0	7
12. Identify some talents and interests which are other than academic?	37	33	9	0	21
13. Expect to achieve at a higher level in school?	37	49	9	3	2
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	37	49	14	0	0
15. Improved your parents' interest in your school work?	28	50	17	5	0

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	24	60	16	0	0
17. I do not disturb others in the class when they are working.	27	48	20	1	3

	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I can easily explain my ideas to others.	10	57	20	3	10
19. I take part in class discussions.	18	24	48	10	-
20. I want to learn and to improve myself.	57	33	11	-	-
21. When I come to school I am ready for the lesson and the tests of the day.	20	66	14	-	-
22. I feel I am doing better in classwork.	33	48	14	2	3
23. I get along with the other students in my class.	65	33	2	-	-
24. I finish my work on time.	9	50	32	9	-
25. I have confidence in myself.	54	40	6	-	-
26. I do the very best I can.	40	40	14	6	-
27. I do my work without having to be told to do it.	33	43	14	-	10

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Research Evaluation
PRF 4/71

TABLE 6
Student Program Ratings by Percentage
Weaver High School
Spring, 1975

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has helped you so far this year to:					
1. Improve your reading ability?	53	39	3	-	3
2. Improve your study habits?	24	58	11	4	-
3. Improve your attitude toward learning?	39	48	4	3	3
4. Improve your classroom behavior?	20	39	23	3	12
5. Improve your out-of-class behavior?	19	32	29	1	14
6. Improve your getting along with your teachers?	12	39	30	1	17
7. Learn more about yourself?	25	30	27	1	13
8. Get specific help with your school work.	17	41	27	1	8
9. Get help in working out your personal problems?	12	23	49	2	16
10. Work toward a high school diploma?	48	30	12	1	8
11. Look forward to an education training beyond high school?	50	22	9	3	11
12. Identify some talents and interests which are other than academic?	33	28	20	3	11
13. Expect to achieve at a higher level in school?	48	32	4	3	7
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	29	33	14	3	16
15. Improved your parents' interest in your school work?	27	30	18	3	-

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	17	62	19	1	1
17. I do not disturb others in the class when they are working.	23	27	32	13	27

		All the time	Most of the time	Only some times	Never	Cannot Judge
18.	I can easily explain my ideas to others.	19	35	33	3	7
19.	I take part in class discussions.	24	29	34	6	2
20.	I want to learn and to improve myself.	74	17	6	-	1
21.	When I come to school I am ready for the lesson and the tests of the day.	23	53	22	-	-
22.	I feel I am doing better in classwork.	24	51	17	-	6
23.	I get along with the other students in my class.	54	32	9	2	-
24.	I finish my work on time.	20	55	22	-	1
25.	I have confidence in myself.	62	22	8	-	3
26.	I do the very best I can.	44	32	17	-	-
27.	I do my work without having to be told to do it.	33	38	23	-	2

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

TABLE 7
Student Program Ratings by Percentage
Hartford Public High School Grade 9
Spring 1975

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has helped you so far this year to:					
1. Improve your reading ability?	44	43	3	0	8
2. Improve your study habits?	39	49	7	1	4
3. Improve your attitude toward learning?	46	39	8	2	5
4. Improve your classroom behavior?	29	33	27	1	9
5. Improve your out-of-class behavior?	21	26	39	2	12
6. Improve your getting along with your teachers?	39	30	20	1	9
7. Learn more about yourself?	30	43	20	1	6
8. Get specific help with your school work.	37	47	11	1	5
9. Get help in working out your personal problems?	48	31	45	1	7
10. Work toward a high school diploma?	51	32	7	1	7
11. Look forward to an education training beyond high school?	47	36	7	1	6
12. Identify some talents and interests which are other than academic?	38	34	14	2	7
13. Expect to achieve at a higher level in school?	44	34	7	1	12
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	24	31	26	1	22
15. Improved your parents' interest in your school work?	36	27	16	2	17

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	22	52	22	1	1
17. I do not disturb others in the class when they are working.	16	43	30	8	3

	All the time	Most of the time	Only some times	Never	Cannot Judge
18. I can easily explain my ideas to others.	21	36	33	2	3
19. I take part in class discussions.	29	35	27	4	1
20. I want to learn and to improve myself.	59	27	6	0	4
21. When I come to school I am ready for the lesson and the tests of the day.	19	46	28	2	0
22. I feel I am doing better in classwork.	37	35	16	1	7
23. I get along with the other students in my class.	61	28	5	0	2
24. I finish my work on time.	20	49	26	1	0
25. I have confidence in myself.	50	30	13	1	1
26. I do the very best I can.	43	36	15	0	0
27. I do my work without having to be told to do it.	30	43	22	0	2

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

TABLE 8
Student Program Ratings by Percentage
Hartford Public High School Grade 10
Spring 1975

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has helped you so far this year to:					
1. Improve your reading ability?	34	45	8	2	6
2. Improve your study habits?	20	47	16	3	2
3. Improve your attitude toward learning?	27	44	16	2	6
4. Improve your classroom behavior?	23	39	25		8
5. Improve your out-of-class behavior?	16	30	33		17
6. Improve your getting along with your teachers?	28	39	17	5	8
7. Learn more about yourself?	23	38	25		8
8. Get specific help with your school work.	30	36	20	5	6
9. Get help in working out your personal problems?	6	25	50	3	9
10. Work toward a high school diploma?	31	52	9		16
11. Look forward to an education training beyond high school?	27	41	13	2	11
12. Identify some talents and interests which are other than academic?	16	41	20	2	16
13. Expect to achieve at a higher level in school?	33	34	9	2	15
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	13	39	23		19
15. Improved your parents' interest in your school work?	25	42	11	3	14

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	13	50	31		
17. I do not disturb others in the class when they are working.	9	27	50	6	3

	All the time	Most of the time	Only some times	Never	Cannot Judge
18. I can easily explain my ideas to others.	17	42	31	3	5
19. I take part in class discussions.	17	39	33	8	3
20. I want to learn and to improve myself.	55	30	8		5
21. When I come to school I am ready for the lesson and the tests of the day.	20	38	39		3
22. I feel I am doing better in classwork.	23	39	25		9
23. I get along with the other students in my class.	50	38	9		
24. I finish my work on time.	17	58	23		
25. I have confidence in myself.	50	41	8		
26. I do the very best I can.	27	44	23	2	2
27. I do my work without having to be told to do it.	17	45	27	6	3

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Findings.

Given the student program ratings which were obtained from the four high school teams and the salutary responses which were recorded on a majority of the items, it can be presumed that these ratings reflect a realistic self-image toward school and toward society. While the self-ratings continue to be in consonance with patterns which have been reported in previous project years, these ratings are also supported by improved test scores and by favorable academic and behavioral records which were reported by the teams as a group. Taken together these data present strong evidence that the HH 100 program was successful in terms of its stated objective.

Criterion.

To determine if the same kinds of patterns could be produced by HH 100 "Alumni" and in subsequent high school years, the Weaver team prepared a survey which was given to the parents of the class of 1978 in the spring of the school year. Resultant data were tabulated, converted to percentages, and reported in the following table.

HIGHER HORIZONS PARENT SURVEY

Weaver Class of 1978

Spring 1975, by percent

Since the completion of Higher Horizons you have noticed that your son/daughter -

	Much Improvement	Some Improvement	Little or no Improvement
Wants to go to school	67	24	5
Seems to understand his subjects	48	48	5
Gets along better with other students	67	29	5
Gets along better at home	43	52	5
Reads more	48	24	24
Seems to talk and understand more clearly	62	19	10
Has become more interested in getting an education	71	29	14
Is proud of school accomplishments	43	48	10

Findings and Conclusions.

On the basis of the data which were presented, it appears that the HH 100 program has helped students to obtain a more realistic attitude toward themselves and toward school and society as a whole. Since this evidence is supported by positive parental reaction, it would also appear that the gains are carried on after Higher Horizons and into the mainstream during subsequent high school years.

Question.

Did HH 100 mean team attendance percentages meet or exceed individually prescribed school attendance standards? Reported percentages of attendance, comparisons with the standard which was set by the host school, and objective attainment are reported in the following table.

TABLE 3
Comparison of Teams, Mean Attendance Percentages with Appropriate Standards, School Year 1974-1975

Team	% of Attendance	Comparison Standard	Objective Attainment
HPHS - 9	90	78.87	Yes
HPHS - 10	82	78.87	No
WHS - 9	94	75.53	Yes
BHS - 9	94	83.96	Yes

Finding & Conclusion.

On the basis of the data which was reported the percentage of attendance for 3 out of the 4 high school teams exceeded 90%, while the fourth team's percentage was 82. When these percentages were

compared with the comparison standards, (described on page 9) 3 of the 4 teams achieved the standard. Thus for a majority of the teams the objective was attained.

MIDDLE SCHOOLS

Behavioral Objectives

Criterion Were the same kinds of reading gains in evidence at the Middle school level when the MAT and Iowa Silent Reading Test were used as criterion? These data are presented in tables 10 and 11 which follow –

TABLE 10
Comparison of Mean Metropolitan Grade Equivalent Reading Scores by Team, School Year 1974-1975

Team	N	Pre WK	Post WK	Dif.	Sig.	N	Pre Read	Post Read	Dif.	Sig.
QMS 7	85	4.5	5.3	0.8	**	84	4.7	5.7	1.0	**
QMS 8	108	5.8	6.8	1.0	**	108	6.2	7.0	0.8	**

TABLE 11
Comparison of Iowa Silent Mean Reading Grade Equivalent Scores by Team, School Year 1974-1975

Team	N	Pre test	Post Test	Dif	Sig.
FMS 1	100	5.5	6.5	1.0	**
FMS 2	100	5.8	6.7	0.9	**

Findings

a. When reading was measured with the MAT, statistically significant mean gains exceeding the month for month standard were recorded on both reading subtests for each of the two Quirk teams. No MAT data were presented by either of the Fox teams.

b. In similar fashion, statistically significent mean standard score gains (.01) were marked by the two Fox teams on the Iowa Test of Silent Reading, the supplementary criterion. Month for month gain data

was not available.

Conclusions. The objective as stated was attained by each team and by the program as a whole. All gains were statistically significant.

Question. After completing one year of Higher Horizons 100 math instruction, did the learners achieve mean month for month gains in one or more of the following areas?

Criterion. Once again, the MAT computation and problem solving subtests were used as criteria. These data are presented in Table 12 which follows.

TABLE 12
Comparison of Mean Metropolitan Grade Equivalent Math Scores by Team, School Year 1974-1975

Team	N	Pre WK	Post WK	Dif.	Sig.	N.	Pre Read	Post Read	Dif.	Sig.
QMS 7	81	5.2	6.3	1.1	**	81	4.5	6.0	1.5	**
QMS 8	108	6.6	7.8	1.2	**	108	5.6	6.7	1.1	**

Finding.

Both Quirk teams presented statistically significant mean gains (.01) exceeding the month for month gain standard on both of the MAT subtests. For the two Fox teams, no data were presented. Neither was information presented by Fox as to the teams' lack of participation in the WHS math computation testing program.

Conclusions. For both Quirk teams, the objective was attained. Because of a lack of Fox test data, it must be reported that for the program as a whole, the objective was not achieved.

Question. Do the middle school High Horizons students demonstrate a more realistic self image toward school and toward society?

Criterion. A pupil self-rating scale, constructed by the Evaluation Office and used by the high school teams, was again administered to middle school HH100 youngsters at the end of the school year. Tabulated responses by percentage are reported on the Tables which follow. Note here that only threeteams supplied data.

TABLE 13
Student Program Ratings by Percentage,
Lewis Fox Middle School,
Team 1
Spring 1975

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has helped you so far this year to:					
1. Improve your reading ability?	51	45	1	0	3
2. Improve your study habits?	20	25	2	1	2
3. Improve your attitude toward learning?	52	40	3	2	3
4. Improve your classroom behavior?	36	41	12	3	8
5. Improve your out-of-class behavior?	40	42	10	1	7
6. Improve your getting along with your teachers?	44	44	7	3	2
7. Learn more about yourself?	46	30	12	3	9
8. Get specific help with your school work.	33	48	12	3	4
9. Get help in working out your personal problems?	30	30	25	3	12
10. Work toward a high school diploma?	48	30	11	1	10
11. Look forward to an education training beyond high school?	51	31	10	0	8
12. Identify some talents and interests which are other than academic?	33	48	8	1	10
13. Expect to achieve at a higher level in school?	57	33	5	1	4
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	44	34	9	0	13
15. Improved your parents' interest in your school work?	48	32	12	0	8

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	10	62	19	8	1
17. I do not disturb others in the class when they are working.	12	34	48	3	3

		All the time	Most of the time	Only some times	Never	Cannot Judge
18.	I can easily explain my ideas to others.	31	43	21	2	3
19.	I take part in class discussions.	36	34	26	2	2
20.	I want to learn and to improve myself.	79	11	9	0	1
21.	When I come to school I am ready for the lesson and the tests of the day.	18	45	31	3	3
22.	I feel I am doing better in classwork.	32	44	15	3	6
23.	I get along with the other students in my class.	39	43	16	2	0
24.	I finish my work on time.	19	54	24	2	1
25.	I have confidence in myself.	67	24	6	3	0
26.	I do the very best I can.	32	48	18	2	0
27.	I do my work without having to be told to do it.	12	51	34	3	0

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Student Program Ratings by Percentage
Quirk Middle School
Team 7
Spring 1975

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has helped you so far this year to:					
1. Improve your reading ability?	63	34	1		1
2. Improve your study habits?	61	34	1		2
3. Improve your attitude toward learning?	61	30	3		5
4. Improve your classroom behavior?	50	39	6		3
5. Improve your out-of-class behavior?	41	38	17	2	3
6. Improve your getting along with your teachers?	51	34	13	1	1
7. Learn more about yourself?	58	26	11	1	1
8. Get specific help with your school work.	46	41	11		2
9. Get help in working out your personal problems?	37	35	20	1	5
10. Work toward a high school diploma?	60	27	2	1	4
11. Look forward to an education training beyond high school?	61	29	4	1	3
12. Identify some talents and interests which are other than academic?	41	39	7	1	7
13. Expect to achieve at a higher level in school?	57	31	3	1	
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	13	31	14		9
15. Improved your parents' interest in your school work?	54	30	9		6

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	34	51	12		
17. I do not disturb others in the class when they are working.	25	27	36	4	4

		All the time	Most of the time	Only some times	Never	Cannot Judge
18.	I can easily explain my ideas to others.	15	43	27	3	7
19.	I take part in class discussions.	30	35	26	6	
20.	I want to learn and to improve myself.	78	15	5		
21.	When I come to school I am ready for the lesson and the tests of the day.	40	15	10		1
22.	I feel I am doing better in classwork.	56	32	8		3
23.	I get along with the other students in my class.	64	27	6		
24.	I finish my work on time.	26	54	16		1
25.	I have confidence in myself.	58	27	4	6	1
26.	I do the very best I can.	67	26	7		
27.	I do my work without having to be told to do it.	33	47	15	1	2

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Student Program Ratings by Percentage
Quirk Middle School
Team 8
Spring 1975

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has helped you so far this year to:					
1. Improve your reading ability?	60	39	-	-	1
2. Improve your study habits?	59	36	2	-	2
3. Improve your attitude toward learning?	56	36	4	-	3
4. Improve your classroom behavior?	51	40	9	-	3
5. Improve your out-of-class behavior?	44	33	20	1	2
6. Improve your getting along with your teachers?	46	37	14	2	-
7. Learn more about yourself?	58	30	10	1	1
8. Get specific help with your school work.	49	38	12	-	1
9. Get help in working out your personal problems?	38	34	23	1	4
10. Work toward a high school diploma?	63	29	4	-	3
11. Look forward to an education training beyond high school?	60	28	8	-	4
12. Identify some talents and interests which are other than academic?	38	40	13	1	9
13. Expect to achieve at a higher level in school?	62	30	4	1	2
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	44	33	14	-	9
15. Improved your parents' interest in your school work?	50	32	8	-	6

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	35	51	12	-	-
17. I do not disturb others in the class when they are working.	25	27	38	4	5

	All the time	Most of the time	Only some times	Never	Cannot Judge
18. I can easily explain my ideas to others.	15	45	28	3	7
19. I take part in class discussions.	20	37	26	6	-
20. I want to learn and to improve myself.	78	16	5	-	-
21. When I come to school I am ready for the lesson and the tests of the day.	41	47	10	-	1
22. I feel I am doing better in classwork.	53	37	6	-	3
23. I get along with the other students in my class.	64	28	7	1	-
24. I finish my work on time.	28	59	12	-	1
25. I have confidence in myself.	60	28	5	6	1
26. I do the very best I can.	65	27	7	-	-
27. I do my work without having to be told to do it.	36	47	15	1	1

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Research Evaluation
PRF 4/71

Findings & Conclusions

In common with the results which were reported for the high school teams, middle school ratings also indicated that the Higher Horizons program was helping youngsters and in the various areas which were queried. These data support the contention that these areas of affective change are positively effected by the program. Conversely, since data were not presented for the second Fox team the attainment of the objective by the program as a whole at the middle school level cannot be positively reported.

SUMMARY & CONCLUSIONS

During its ten years of operation HH100 has grown from a one high school 9th grade team, to a program which now encompasses three high schools, two middle schools, and 5 grade levels. Data collected from these various teams indicated that -

1. Month for month gains in the basic skill areas of reading and mathematics were generally attained on one or more of the criterion measures with this standard being reached or exceeded by all high school teams with the exception of the team at Bulkeley High School. At the middle school level, the gain standard was reached in reading for all four teams but only two Quirk teams in mathematics. Since neither Fox teams presented mathematics test data, the overall impact of the program in this area could not be judged.

2. In similar fashion, data presented for all teams at the

high school level, and for the 3 middle school teams again supported the contention that the program was having a positive affective impact upon the HH100 youngsters; an impact which may be carried into the subsequent grade levels as well.

3. Attendance data, measured against individual school criterion showed salutary patterns for all teams, and at a level which exceeded the attendance pattern of the host school as a whole.

Given the foregoing data it would again appear that the Higher Horizons program has substantially met its stated goal; it has helped underachieving secondary school students to reach and attain a level of achievement designed to facilitate the successful completion not only of high school but of post secondary education as well.

At the same time, these general conclusions must be tempered by the fact that some pieces of the various data were missing. To fill these gaps should be an added program goal since a successful program like HH100 should not be allowed to "fail" because of a lack of suitable information. This is particularly true when the means to gather this information, and probably the information itself, no doubt already exists. The collection of data should receive a renewed emphasis this year.

APPENDIX

Date November 28, 1975

1974-75 COMPENSATORY PROGRAM COMPONENT EVALUATION

Town Hartford

Dr. Robert Barry

Prgm Director Mr. Dino Galiano

Address 249 High Street

Prgm Evaluator Robert J. Nearine

Program Title Higher Horizons 100

Component _____

Indicate the number of weeks this program was in operation: 36

Project Number: 64-1

Funds for this program component:

SADC: $352,607.96

Title I: $_____

_____: $_____ (Specify any other)

1. Program Participants

Total public school pupils 829

Total nonpublic school pupils _____

2. Schools where programs took place:

Hartford Public, Weaver High and Bulkeley High Schools
Fox and Quirk Middle Schools

Grade level breakdown for all pupils served:

Pk	K	1	2	3	4	5	6	7	8	9	10	11	12
								221	219	279	110		

3. Economic and educational criteria used to select pupils for services of the program: 1-4 years below grade level, with an ability to function in a main stream classroom setting; parental permission; evidence of economic deprivation manifested by residence in the target area, eligibility for free lunches, or AFDC payment participation.

4. Number and type of staff to whom SADC or Title I funds were paid:

14 teachers; 7 counsellors; 1 paraprofessional; .71 clerical

5. Principal component objectives related to pupils' achievement and attitudes: Improved reading test scores; improved test achievement in other basic skill areas; improved school attitude; and improved school attendance.

6. Description of component activities and services:

As described in the attached narrative, HH100 is a demonstration program which was designed to prove that some of the more salient ravages of educational deprivation can be effectively corrected at the secondary school level. The program provides supportive reading and language arts assistance, basic skill development, supplementary counselling services, and vocational, career and experiential services designed to broaden each student's level of future achievement and aspirations; hence the program's name, Higher Horizons.

7. Evaluation of the principal goals of the program component, measures used, results, and an interpretation of what the results mean.

1. Month for month gains in the basic skill areas of reading and mathematics were generally attained on one or more of the criterion measures with this standard being reached or exceeded by all high school teams with the exception of the team at Bulkeley High School. At the middle school level, the gain standard was reached in reading for all four teams but only by two Quirk teams in mathematics. Since neither Fox teams presented mathematics test data, the overall impact of the program in this area could not be judged.

2. In similar fashion, data presented for all teams at the high school level, and for the 3 middle school teams again supported the contention that the program was having a positive affective impact upon the HH100 youngsters; an impact which may be carried into the subsequent grade levels as well.

3. Attendance data, measured against individual school criterion showed salutary patterns for all teams, and at a level which exceeded the attendance pattern of the host school as a whole.

Given the foregoing data it would again appear that the Higher Horizons program has substantially met its stated goal; it has helped underachieving secondary school students to reach and attain a level of achievement designed to facilitate the successful completion not only of high school but of post-secondary education as well.

8. Title I funds are provided to serve children from low-income areas regardless of whether they attend public or private schools. If children going to nonpublic schools resided in the school attendance areas validated for Title I, ESEA services in your community, provide the following:

   a. Where Title I services were rendered, indicate the number of children and the name(s) of the nonpublic schools they attended.

      N/A

   b. Describe the specific services nonpublic school children received.

      N/A

   c. Indicate the dollar amount of Title I, ESEA funds used for the above services.

      N/A

9. Aside from the evaluation made of program objectives, indicate any successful outcomes resulting from Title I or SADC efforts in the town during the past year. HH100 has been selected as part of the National Diffusion Network. The effects of this network are presently being evaluated by Stanford Research Institute, under Contract to USOE.

10. Aside from the evaluation made of program objectives, indicate any problems resulting from Title I or SADC efforts in the town during the past year.
    a. Team leaders reported limitations in the availability of cultural enrichment funds and the concomitant effects upon the program.
    b. A lack of a central program coordination continues to create some minor problems, notably those relating to pupil staff ratios at the middle school level. Hopefully the institution of a centralized Title I and SADC coordination during the 1975-76 school year will remedy this situation.

11. State the recommendations for the future consideration of the programs. Base the recommendations on the findings and conclusions of this evaluation report.
    a. See b. supra
    b. Team leaders have recommended a summer inservice training program for HH staff and the inclusion of cultural activity funds in the program. The latter recommendation has been built into the program during the 1975-76 school year. The former is under consideration.

12. Report the standardized test results for program pupils on the following pages. Report results so that pre- and post-test scores are for the same pupils. Report results only for those pupils who were administered the appropriate battery levels of the test for the pupil's school grade placement.

    The test results are organized to help in a state-wide analysis of SADC and Title I. Report scores for a single subtest: reading comprehension, math computation, math concepts, or language, whichever of these are related to the program being offered. Note that group scores have been requested for specific grade levels only on page 4, while page 5 has been organized for all other test information which cannot be included on page 4.

GROUP SCORES FOR STANDARDIZED TESTS IN READING, MATH, AND LANGUAGE

Town Hartford Title of Program Higher Horizons 100

Test Instrument Information							Raw Scores and Standard Scores		
Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested	Month of Pre/ Post Test	Pre Test Mean Scores r.s./ g.e.	Post Test Mean Scores r.s./ g.e.
Reading									
9	MAT	70	Wk	Adv / Adv	BM / AM	237	2 / 5	26.3	30.1
9	MAT	70	Read	" / "	" / "	237	2 / 5	23.8	25.7
10	CTBS	70	Voc	4 / 4	S / S	75	2 / 5	12.1	15.1
10	CTBS	70	Comp	4 / 4	S / S	74	2 / 5	17.1	17.1
7	MAT	70	WK	Inter / Inter	F / F	85	5 / 5	44.7	52.5
8	MAT	70	WK	Inter / Inter	F / J	108	2 / 5	58.0	68.3
U	IOWA	56	Read	El / El	/	56	2 / 5	5.7	6.6
				/	/		/	/	/
Math									
9	MAT	70	AC	Adv / Adv	BM / AM	237	2 / 5	24.0	25.1
9	MAT	70	PS	Adv / Adv	BM / BM	237	2 / 5	18.7	19.0
10	CTBS	70	Comp	4 / 4	S / S	74	2 / 5	24.9	24.6
7	MAT	70	AC	Inter / Inter	F / F	81	2 / 5	52.0	62.9
8	MAT	70	AC	Inter / Inter	F / F	108	2 / 5	65.6	78.3
				/	/		/	/	/
				/	/		/	/	/
				/	/		/	/	/
Language									
PK				/	/		CA at Pre/ Post Test	Pre Test Mean Scores r.s./ MA	Post Test Mean Scores r.s./ MA
				/	/		/	/	/

MAT scores include 86 HS ninth grade students who were tested with the Elementary and Intermediate levels, pre to post.